DOCUMENT RESUME

ED 183 103 HE 012 359

TITLE Centre for Teaching and Learning Services, McGill University, Montreal, Annual Report, 1978-1979.
INSTITUTION Texas Univ., Arlington. Library.
PUB DATE [79]
NOTE 40p.: Prepared at the Centre for Teaching and Learning Services.
AVAILABLE FROM McGill University, Centre for Teaching and Learning Services, Montreal, Quebec, Canada

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrative Organization; College Faculty; *Consultation Programs; Educational Development; Educational Research; Effective Teaching; *Faculty Development; Faculty Evaluation; Foreign Countries; Higher Education; *Instructional Improvement; *Research and Development Centers; *Resource Centers; *Teacher Centers
IDENTIFIERS *McGill University (Canada)

ABSTRACT

The 1978-79 annual report of the McGill University Centre for Teaching and Learning Services (CTLS), which replaces the Centre for Learning and Development (CLD) and incorporates the Instructional Development Service Project, is presented. The tenth and final year of the operation of the CLD and reasons for the transition are covered. Topics are as follows: organization of the centre, the McGill evaluation system, Teaching and Learning--an individualized course for instructors in higher education, the McGill course questionnaire item bank, course planning and instructional analysis, consultations, workshops and seminars, publications, resource centre and reading room, teaching, research at the centre, academic publications, faculty committee activities, faculty professional membership, and future mandates of the centre. (SW)

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# CENTRE FOR TEACHING AND LEARNING SERVICES

## REPLACING THE CENTRE FOR LEARNING AND DEVELOPMENT AND THE INSTRUCTIONAL DEVELOPMENT SERVICE PROJECT

## McGILL UNIVERSITY MONTREAL

ED183103

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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# ANNUAL REPORT 1978-1979

# Centre for Teaching and Learning Services

McGill University
Montreal

## Annual Report
## 1978-1979

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## INTRODUCTION

In May, 1979 the University Senate and the Board of Governors approved recommendations creating a new unit, the Centre for Teaching and Learning Services (CTLS) which replaces the Centre for Learning and Developent (CLD) and incorporates the Instructional Development Service Project (IDSP). The purpose of this Annual Report for 1978-1979 is, therefore, to present highlights of the tenth (and final) year of the operation of the CLD at McGill and to explain the transition to the CTLS.

The Centre continued to serve specific instructional development needs of McGill University with the goal of enhancing the quality of teaching and learning. As well, it served the growth of instructional development generally by its involvement in research, limited graduate training, and the publications and professional activities of its faculty.

Four particularly notable events marked this past year. The first of these was a set of internal personnel changes. We were pleased to appoint Dr. Philip C. Abrami from the University of Manitoba to our faculty. His particular interests and expertise are in the evaluation of teaching and instructional and social psychology. Dr. George L. Geis was on sabbatical and was Visiting Professor in the Higher Education Group at the Ontario Institute for Studies in Education, Toronto. Dr. Glenn F. Cartwright was also on sabbatical and visited several universities around the world. Dr. Bruce M. Shore served as Acting Director.

The second major event concerned our physical location; the Centre moved from offices scattered on various floors of the building to a single set of offices on the fourth floor. The IDSP, now incorporated in the new Centre, is on the same floor. This is the first time the offices of the Centre have been physically together since its first year of operation in 1969-1970. The benefits were immediate and positive in morale and efficiency, particularly in the use of support staff and the ability to talk easily with each other. The new quarters also include an access-controlled library, lounge, project rooms, seminar and class rooms, and art works on loan from the University.

The third major event is closely related to the fourth. Early in the academic year the Senate Standing Committee on Educational Development (see the charts in Part II) accepted a suggestion from the Director of the Office of Educational Development to conduct an internally-sponsored but independent review of the whole Educational Development Group. Under the chairmanship of Linguistics Professor Myrna Gopnik, a large committee of well-respected professors at the University began the review process. As must be anticipated, the process generated considerable anxiety, but it did not diminish the efforts of the Centre. The fourth event was the publication and approval of the Review Committee Report and the changes it has brought about, a new chapter in educational development at McGill. Copies of the final report are available on request; we shall therefore summarize the main points.

McGill University has affirmed that instructional development services (including audio-visual) are appropriate and should be provided centrally. In the past decade our existence has been ad hoc, the Centres having been created in effect by various officials at different times. The new situation is many times more secure. A new and smaller policy committee was created, as was an official Users Group. The new committee is chaired by the Vice-Principal (Academic) and is charged with approving major projects. Finally the replacement of CLD and IDSP by the Centre for Teaching and Learning Services is accompanied by anticipation of gradual diversification of the staff of the Centre. The first step has been achieved by the inclusion of the non-academic consultants from IDSP. Second, it is hoped to cross-appoint one or two colleagues from other faculties who have specific contributions to make to the work of the Centre, and simultaneously to slightly increase the size of partial appointments in Education of present Centre faculty.

In discussing "comings and goings," there are three more which are not of the Centre directly, but relevant to it.

At the end of 1978-1979 Suzanne Allard, Administrative Assistant to the Director of the Office of Educational Development since its inception, moved to Vancouver. We wish her well.

Second, this autumn Professor Gene C. B. Cave retires as Director of the Office of Educational Development (now Director of University Teaching and Learning). Nine years ago he was given the difficult task of providing an interface between this Centre and the Instructional Communications Centre on one hand and the administration and faculty on the other. No mandates were adjusted to accommodate that additional position, and it literally took years for all parties to agree on the complimentary nature of our roles. Some friendships and respects are hard earned, and we offer him a sincere farewell as he returns to a year back in Chemistry before retirement.

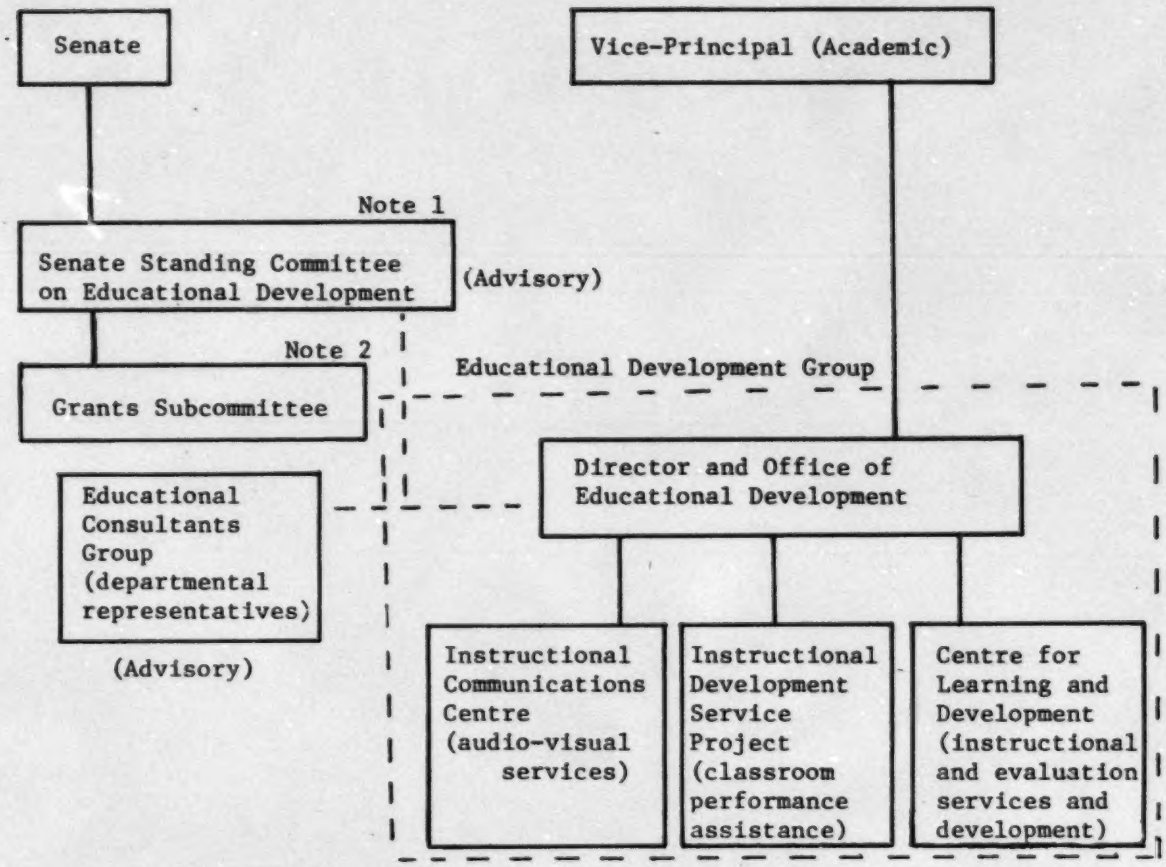
The new Director of University Teaching and Learning will be Dr. Myrna Gopnik, starting September 1st. She has been an active user of the services of these Centres, a member of the Senate Standing Committee on Educational Development, and author of the Review Committee Report. We welcome her as the senior administrator of McGill University's educational development units and look forward to a productive and enjoyable collaboration.

The last word must go to our own staff, academic and support. This is a small Centre that gets a lot done. The academic staff are most visible, but particular thanks are due to the office and project staff who behind the scenes deserve a lot of the credit.

# Part I
# Organization of the Centre

# UNIVERSITY TEACHING AND LEARNING

The Centre for Teaching and Learning Services is part of McGill's instructional development structure administered by the Director of University Teaching and Learning. The chart below illustrates the structure throughout most of 1978-1979.

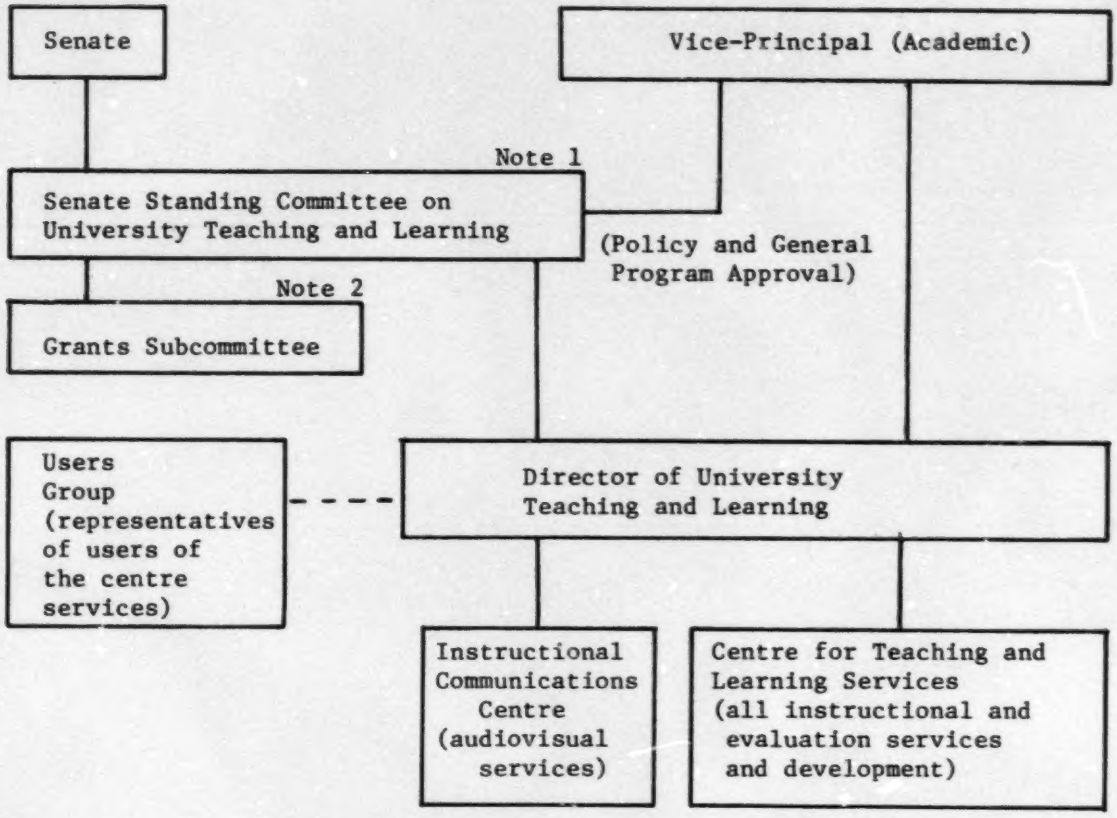



Note 1: Chaired by Director of Educational Development
2 Vice-Principals and 2 Centre Directors are members
20 members including 2 students

Note 2: Chaired by Director of Educational Development
Vice-Principal (nominally) and CLD Director are members;
ICC reviews all applications for media needs

## REVISED ORGANIZATION

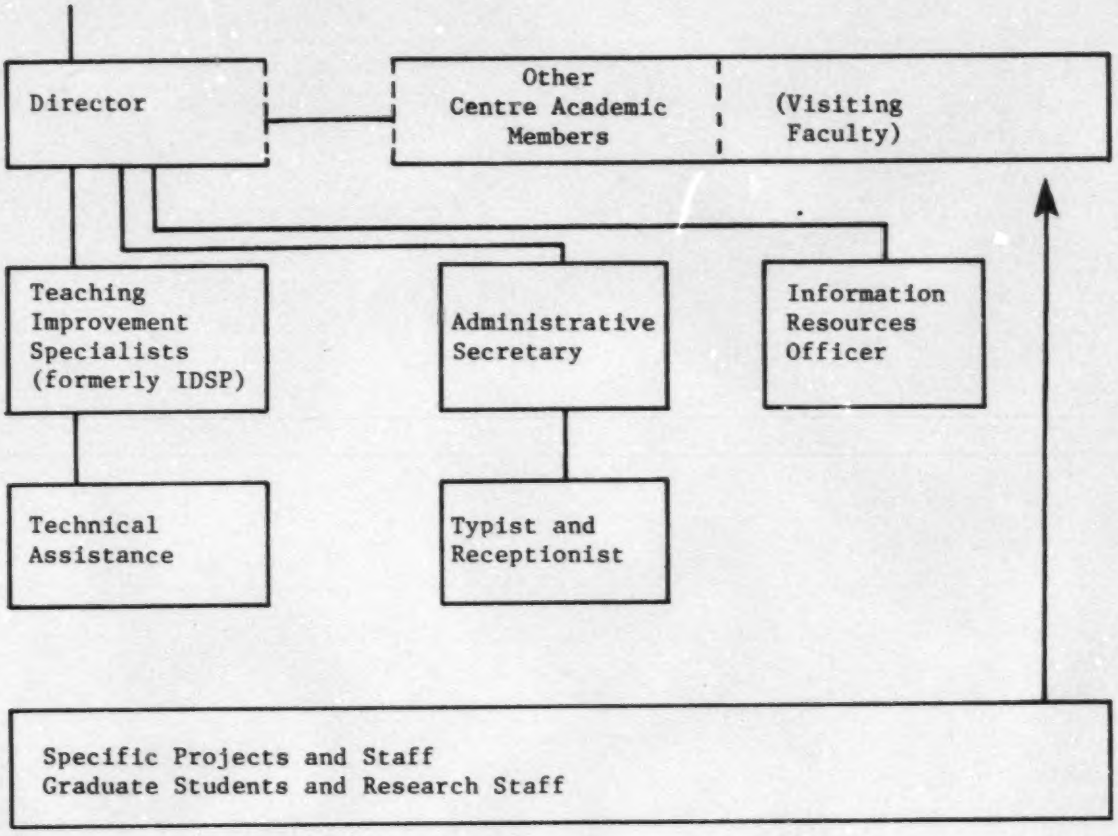
The chart below summarizes the new structure. The main changes are the replacement of the CLD and IDSP with the CTLS, revised committee structure and chairmanship, and a more direct role for the Vice-Principal and Senate Committee.


Senate
Vice-Principal (Academic)
Note 1
Senate Standing Committee on University Teaching and Learning
(Policy and General Program Approval)
Note 2
Grants Subcommittee
Users Group (representatives of users of the centre services)
Director of University Teaching and Learning
Instructional Communications Centre (audiovisual services)
Centre for Teaching and Learning Services (all instructional and evaluation services and development)

Note 1: Chaired by the Vice-Principal Academic
Director of University Teaching and Learning is a member
6 members including 1 student

Note 2: Composition unchanged except the Vice-Principal is not a member

## INTERNAL ORGANIZATION OF THE CENTRE



# FACULTY AND STAFF 1978-1979

*ACTING DIRECTOR (until August 31, 1979)*

| | | |
|---|---|---|
| Bruce M. Shore, PhD | Associate Professor | ½-time |

*OTHER FACULTY*

| | | |
|---|---|---|
| Philip C. Abrami, PhD | Assistant Professor | full-time |
| *Glenn F. Cartwright, PhD | Associate Professor | ¼-time |
| Patricia A. Cranton, PhD | Assistant Professor | ¾-time |
| Janet G. Donald, PhD | Associate Professor | ¾-time |
| *George L. Geis, PhD | Associate Professor | ¾-time |

*on sabbatic leave

*RESEARCH ASSOCIATE*

| | | |
|---|---|---|
| Hershie Shtull, MA | Evaluation System | full-time |

*OFFICE STAFF*

| | | |
|---|---|---|
| Linda Chernabrow | Secretary/Typist | full-time |
| Diane Kinsman Robinson, BA | Information Resources Officer (from Sept. 1978) | full-time |
| Anne Sage | Administrative Secretary | full-time |
| Felicity Stone | Information Resources Officer (to Sept. 1978) | full-time |
| Jayne Watson | Secretary/Receptionist | full-time |

*PROJECT ASSISTANTS (all part-time or summer)*

| | |
|---|---|
| Jennifer Barnett | |
| Mary Bates, BSc | BA student, English (drama) |
| Shona French | BA student, Social Science |
| Vincent Murphy, BEd | MA student, Educational Psychology |
| Susan Pinker | Honours BA student, Psychology |
| Julianna Switaj, BA | MA student, Educational Psychology |

*GRADUATE STUDENTS*

| | |
|---|---|
| Vimla Patel, BSc | MA qualifying student, Educational Psychology |
| Ronald H. Smith, MSc (also Director, Learning Development Office, Concordia University) | PhD student, Educational Psychology |
| Gilles Prescott, BA | MA student, Educational Psychology |

*TEACHING IMPROVEMENT SPECIALISTS (since May, 1979)*

| | |
|---|---|
| Susan Cowan, BA | full-time |
| Elizabeth Ritchie, BA | full-time |

*TECHNICIANS (since May, 1979)*

| | |
|---|---|
| Frank Pettinicio | part-time |
| Faust Antonnili | part-time |

# Part II
# Professional Services

# RATIONALE FOR PROJECTS

Specific services and projects at the Centre serve two related purposes. First, they are designed to satisfy particular needs on campus, for example, in evaluation, classroom performance, and teaching-assistant training. Second, for those users of our services who so wish, they are entry points to all the other services which might interest them.

This dual focus is reflected in the way we offer our services, generally according to two approaches. Most commonly, each faculty member of the Centre is responsible for internally co-ordinating one or two services. This means assuring that all the faculty consultants are up to date in new developments, and securing extra help on large consultations such as developing a department-wide course evaluation system. On the other hand, all faculty serve as consultants on virtually all services with some variation in relative numbers according to project responsibilities.

One service, newly acquired from the Instructional Development Service Project, the direct improvement of classroom performance, operates within the Centre, and the consultations are provided by two Teaching Improvement Specialists.

We try to inform all users of our services of the full range available, but welcome highly specific and limited requests as openly as the more open-ended ones.

The descriptions which follow, then, are projects and services which constitute the function of the Centre much more than its form. As the most important and recognized teaching improvement needs of the campus change, so do we change the most visible "points of contact" of what we can offer, though there appears to be relative stability on most services at this time. There is considerable advantage to the University in the majority of the Centre staff being broadly expert in instructional development so as to accommodate these changing needs with minimum dislocation.

# THE McGILL EVALUATION SYSTEM

This project began actively in 1975-1976, was implemented experimentally in 1977-1978, and put into regular operation this past year. While acceptance was anticipated, it has actually been used even more than we expected this year.

The McGill Evaluation System is a collection of materials and a systematic procedure of six steps for using those resources. Although all users will go through each step, the content of each evaluation varies according to the requirements of the user.

In October of 1978 an information session was held to inform University faculty of the availability of the system. Approximately 30 faculty members attended the session. Also, during the fall, announcements were placed in the campus newspaper describing the system and the Director of McGill's Office of Educational Development included a brief description in presentations to departments and faculties. In March, 1979 a second information session was attended by 25 professors, chairmen, and deans. Presentations describing the system were also requested by the University Senate, the Faculty of Science, the Faculty of Engineering and several departments and schools.

During the academic year, 34 users (individual professor, committee or department) were involved in the system; directly and indirectly (e.g., professors in a department where the system was used) approximately 200 faculty members were affected by the system. The accompanying table summarizes the nature of the evaluations, and the faculties and schools involved. Thirteen users were interested in administrative evaluation and 21 were improvement-oriented. Some general changes between the two academic years are apparent. In the pilot year, only two personnel evaluations were done (administrative and teaching) and in the following year, nearly all (11 out of 13) administrative evaluations were for personnel decisions. The overall proportion of administrative evaluations increased slightly (from 30% to 38%). Among improvement-oriented evaluations the emphasis changed from programs to courses.

Although information was kept on all third-year users (instruments developed, number of meetings, time spent by consultants), the same degree of detail was not maintained. Brief telephone follow-ups were conducted at the end of the second semester. Thirty-two out of the thirty-four users were contacted and asked to comment on: (1) general satisfaction with the service, including the user guide, resources and consultation, (2) the completion of the evaluation, (3) problems encountered, and (4) suggestions for change. Twenty-eight out of 32

users reported general satisfaction with the system; however, several users were dissatisfied with specific articles in the resource files. The four users who were not generally satisfied reported problems external to the Centre as the source of the difficulty.

Eight users considered their evaluations "complete" (one improvement oriented and seven administrative). Twenty-one users either planned to continue next year, to revise their evaluation plans or to evaluate changes made on the basis of the current results. Three users did not complete and did not plan to continue due to one or more of the problems listed below.

Problems encountered tended to fall into the following categories: (1) lack of time to implement all components of a plan, (2) disagreement among members of the department, (3) difficulties with "jargon" in resource articles, and (4) difficulties setting criteria. The final form of the revised user guide was not available for most of the third year: faculty members were given a supplement to the original guide. This procedure also caused confusion for users, particularly those who were continuing from the pilot year.

Suggestions for change centred on the resource files. Also several users wished to have the Centre consultant take on a more active role (i.e., instrument construction, data analysis).

It is expected that the number of users will increase in the future. Presentations made to University Senate, the Faculty of Science and departments have generated interest from University faculty members. Several current users also plan to continue. Some changes will be made in response to problems encountered this year, particularly in the resource files. The revised user guide will be available to all users in published form, which should improve the clarity of the process. A reorganization of the Centre itself, the previous Educational Development Group, and the communication channels between the Centre and the faculty will all likely lead to an increased demand for the Evaluation System.

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The above text is slightly edited from a report by Professor Cranton, "McGill Evaluation System, A Report on the Third Year," available from the Centre.

# TYPES OF EVALUATION SYSTEM USERS, 1978-1979

| | Location of Users | Focus of the Evaluation | | | |
|---|---|---|---|---|---|
| | | Course | Teaching | Program | Sub-Total |
| EVALUATION SYSTEM USE FOR PERSONNEL OR ADMINISTRATIVE DECISIONS | Arts | | 4 | | 4 |
| | Science | | | | |
| | Engineering | | 1 | | 1 |
| | Education | | 3 | 1 | 4 |
| | Medicine | | | | |
| | Professional Schools | | | | |
| | Other (Centres and Schools) | | 3 | 1 | 4 |
| Sub-Total: | | 0 | 11 | 2 | 13 |
| Percentage of Total Users: | | 0% | 32% | 6% | 38% |

| | | | | | |
|---|---|---|---|---|---|
| EVALUATION SYSTEM FOR IMPROVEMENT | Arts | 1 | | 1 | 2 |
| | Science | | | | 0 |
| | Engineering | 3 | 1 | | 4 |
| | Education | 1 | | 2 | 3 |
| | Medicine | 1 | | 3 | 4 |
| | Professional Schools | 3 | 2 | | 5 |
| | Other (Centres and Schools) | 3 | | | 3 |
| Sub-total: | | 12 | 3 | 6 | 21 |
| Percentage of Total Users: | | 35% | 9% | 18% | 62% |

Total Users: 34

Approximate Total Number of Professors Involved: 200

# TEACHING AND LEARNING
## An Individualized Course for Instructors in Higher Education

This was the third year in which the present published materials have been available. The ten units are

1. *Introduction to the basic principles of systematic instruction*
2. *Writing learning objectives*
3. *Designing instructional modules*
4. *Characteristics of effective instruction*
5. *Student motivation: fostering positive attitude toward learning*
6. *Constructing tests*
7. *Grading*
8. *Course evaluation*
9. *The instructor and student skills*

*Manager's/user's guide*.

The course is used in several ways. First, graduate teaching assistants and instructors may register at the Centre and in consultation with the Course Manager (the Information Resources Officer) and faculty, if necessary, use as many of the modules as they wish. Using this route provides a discount on the purchase price and also the option for graduate students who complete three full modules or more to have their participation and completion recorded on their official University transcripts and receive a letter from the Centre documenting their participation in more detail. It is hoped that this course might not only be immediately useful but also give graduates an added credential. This mode of participation has remained limited, however, since promotion was limited to one mailing to students and chairmen plus a slide-tape presentation to new professors and one department.

A proposal to list the course in the Calendar through the Department of Educational Psychology and Sociology has progressed very slowly. Hopefully this will be accomplished in 1979-1980 and both publicity and transcript annotation will become easier.

From June 1978 to June 1979, twenty graduate students and one professor from fourteen McGill Departments were formally enrolled in the Teaching and Learning course.

The second manner of use is as text materials in other courses. The modules are used by about 15 students a year in McGill's College Teaching Certificate program and as supplements and examples in a graduate course in instructional design in the MEd (Educational Psychology). In these cases copies are purchased at the McGill Bookstore. Such sales in 1978-1979 were 123 (total 325 since publication), and some of these may also have been to interested individuals.

The third manner of use is off-campus. Some of these uses are organized and in collaboration with us. They include 6 users at John Abbott College in suburban Montreal, and three groups at the Montreal Children's Hospital (coordinated by Gavin Barnett and Celeste Johnston, respectively). Also, it is being tried out by instructors at Calgary's Southern Institute of Technology with a view to putting it to use for all faculty on campus.

Total sales have passed 5100 units by this mail-order service through the Business Office (some 550 this year). Interest continues in these materials from several universities and colleges.

The Teaching and Learning course has been formally evaluated with the assistance of a research grant from the Quebec-FCAC program, and the final report was finished in May, 1979. Recommendations include suggestions for revisions to be made to several of the modules, as well as rewriting the Course Manager's Guide as such and not as a combined User's Guide. The present modules remain useful until such revisions can be considered, probably not in 1979-1980. The project has demonstrated its value, but we are concerned to find out if there is a larger internal market of voluntary users. One Centre project next year will explore this, providing such alternatives as regular meeting sessions to do certain modules in group settings.

## THE McGILL COURSE QUESTIONNAIRE ITEM BANK

In response to faculty requests for individualized course evaluation questionnaires, the Centre for Learning and Development worked with the Instructional Development Service Project during 1976-1978 to develop a computerized item bank system. The item bank contains a large pool of questions which encompass the variations in university courses and teaching styles. Questionnaires tailored to specific courses, teachers, and purposes are constructed by selecting appropriate questions from the pool and which are then compiled by computer. The computer program will also analyze the students' responses to the questionnaire and provide frequency counts and other statistics. Centre personnel can assist with the interpretation of the data. A set of manuals was also written for professors to follow with the aid of a consultant in developing their own questionnaires, but revisions aimed at simplifying the manuals have delayed making this bank fully available until 1979-1980.

This item bank is a part of the Evaluation System, but instructors may, if they wish, use it directly. It is our hope, nevertheless, that instructors considering the evaluation of their courses or teaching will consider the broader range of useful information that can be gained by extending an evaluation beyond course questionnaires.

## COURSE PLANNING AND INSTRUCTIONAL ANALYSIS

Begun with the objective of determining teaching competencies in higher education this project has led to the development of an Instructional Analysis Kit. The kit consists of self-evaluation and analysis instruments, teaching improvement resources, and a supplementary student evaluation form. It has been tested and is now in use in the course planning service at the Centre. Research is in progress to determine which areas of the instructional process professors choose to concentrate on for the improvement of their teaching.

The kit is but one part of a general interest at the Centre in course and program design. Centre faculty frequently assist program planning committees and welcome requests for such consultation.

*In addition to the above specific projects, the following services continued to be available.*

# CONSULTATIONS

The most important view of the Centre's services is from the point of view of consultation. In 1978-1979, the total number of consultation users for all specific services and generally was 60, some individuals and others groups. The total number of professors served was 309 in 33 departments (up from 19 and 26), listed below. Of these 60 specific consultation services 18 were brief (telephone conversation, one short interview), 33 were medium (3 or 4 interviews), and 9 were extensive (several interviews and continuing contact). Our users were in the following units:

Agricultural Engineering
Anaesthesia
Biology
Communications
Computer Science
Continuing Education
Counsellor Education
Dentistry
Education in Second Languages
Electrical Engineering
English
Entymology
Epidemiology
French Language Centre
German
History
Human Communication Disorders
Jewish Studies/Teacher Training
Kellogg Centre (Primary Medical Care)
Library Science
Linguistics
Management
Mathematics
Medical Education
Mining and Metallurgical Engineering
Music
Pharmacology and Therapeutics
Physical Therapy
Political Science
Psychology
Religious Studies
Social Foundations of Education
Social Work
Sociology
Technical and Vocational Education

This increase in consultations was accomplished with two professors on sabbatic leave (total one full-time equivalent) versus one for half of the year before (total one-quarter-time equivalent). As no special recruitment procedures were added, we must credit the increase to steadily increasing demand and the availability of increasingly appropriate services.

In the course of the official review last November we examined the pattern of our consultations over the decade of service of the Centre for Learning and Development (see page 23). Three points were striking. First, the accuracy of the projection of this year's services (we projected 32 units served and 300 professors, both slightly exceeded). Second, the absence of a systematic bias in the source of our users over a decade. In a period of two to four years, service to some particular units stands out as missing or present. Some units do make very consistent use of our services. Third, no campus unit has never been served. For the information of readers outside McGill, 300+ clients represents about 20% of McGill's faculty.

# CLD ON-CAMPUS FACULTY CONSULTING

Year

| | 1969-70 | 1970-71 | 1971-72 | 1972-73 | 1973-74 | 1974-75 | 1975-76 | 1976-77 | 1977-78 | 1978-79 (to Nov.) | 1979-80 to date |
|---|---|---|---|---|---|---|---|---|---|---|---|
| FTE FACULTY | 3.5 | 4.0/4.5 | 4.5 | 2.5(1 on Sab.; 1½a) | 4.25 | 4.0 | 3.75(.75 on Sab.) | 3.0(2.5 on Sab.) | 3.0(.75 on Sab.; 1½a) | 3.0(1.25 on Sab.) | |
| ARTS Anthropology | X | | X | X | X | | X | | | | 5 |
| Classics | | | | | X | X | X | X | | | 4 |
| Economics | X | X | | | | X | X | | | | 4 |
| English | X | X | X | X | X | | X | X | X | X | 9 |
| French | X | X | X | X | X | X | X | | | | 7 |
| Geography | | | X | X | | | X | X | | | 4 |
| German | X | | | | X | X | | X | | X | 5 |
| History | | | | X | | | | X | X | X | 4 |
| Jewish Studies | | | | | | | | X | X | X | 2 |
| Linguistics | X | | | | | | | | | X | 2 |
| Philosophy | X | X | | | X | | | | | | 3 |
| Political Science | X | X | | X | X | | | | X | | 5 |
| Sociology | X | X | X | X | | X | | X | | X | 7 |
| Spanish | X | X | | | | | | | | | 2 |
| EDUCATION | | | | | | | | | | | |
| Administration | | | X | X | | X | X | X | | | 5 |
| Catholic Studies | | | X | | | | | | | | 1 |
| College Level | | | | | X | | X | X | | X | 3 |
| Counsellor Education | | | X | | X | X | | X | | | 4 |
| Elementary Education | | | X | | X | X | | X | | | 4 |
| English | | | | | | X | | X | X | X | 4 |
| Faculty Programs | X | X | | | | | X | X | X | X | 5 |
| Math and Sciences | | | | X | | X | X | | | | 3 |
| Media | | | | | | | | X | | | 1 |
| Physical Education | | X | X | X | | | X | | | | 4 |
| Psychology & Sociology | | X | X | X | X | X | X | | X | | 7 |
| Reading Centre | | | X | | | | | | | X | 2 |
| Second Language | | | | | | X | | | X | X | 3 |
| Social Foundations | | | | | | X | | X | | X | 3 |
| Social Sciences | | | | X | | X | | | | | 2 |
| Tech-Voc | | | | | X | | | | X | X | 3 |
| SCIENCE | | | | | | | | | | | |
| Biology | X | X | X | | X | X | | X | X | X | 8 |
| Chemistry | X | | X | | | | | | X | | 3 |
| Faculty Program | | | | X | | | | X | | | 2 |
| Genetics | X | | | | | | | | | | 1 |
| Geology | | | X | | | | | | | X | 2 |
| Mathematics | X | | X | X | | | | | | X | 4 |
| Meteorology | | | | X | | | | | | | 1 |
| Physics | X | | X | | | | X | | | X | 4 |
| Physiology | | | X | X | | | | | | | 2 |
| Psychology | X | | | X | X | | | | | X | 4 |
| WEALTH AREAS | | | | | | | | | | | |
| Anesthesia | | | | | | | | X | X | X | 3 |
| Ctr. Medical Education | | X | X | | | X | | | X | X | 4 |
| Dentistry | | | | X | X | | X | | X | X | 5 |
| Epidemiology | | | X | | | X | | | X | X | 4 |
| Experimental Medicine | | | | | | | | | | X | 1 |
| Faculty Programs | X | | | X | X | X | X | | X | X | 7 |
| Human C. Disorders | | | X | | X | | | | | X | 3 |
| MCH Learning Centre | | | | X | | | | | | | 1 |
| Nursing | | X | X | X | X | X | X | X | | | 7 |
| Pathology | | | X | X | X | X | | | | | 4 |
| Pharmacy | | | | | | | | | | X | 1 |
| P & OT | | X | X | X | X | X | X | | X | X | 8 |
| Psychiatry | | X | X | | | | | | | | 2 |
| ENGINEERING | | | | | | | | | | | |
| Architecture | X | | | | | | | | | | 1 |
| Chemical | X | X | X | | X | X | X | | X | | 7 |
| Civil | | | | X | | | | | | | 1 |
| Computer Sciences | | | | | | | X | | | | 1 |
| Electrical | X | X | | | | | | | | X | 3 |
| Mechanical | X | X | | X | | | X | | | | 4 |
| Mining & Met. | | | | | | | X | | | X | 2 |
| Urban Planning | | | | | | | X | | | | 1 |
| OTHER Administration | | X | | X | | | | | | | 2 |
| Agriculture | | X | X | X | | X | | X | | X | 6 |
| Alumni | | | | | X | X | X | | | | 3 |
| Computing Centre | | | X | X | X | X | X | | | | 5 |
| Continuing Education | X | X | | | | | | | X | X | 4 |
| Counselling Centre | | | | X | | X | | | | | 2 |
| Law | X | X | | X | X | X | | | | | 5 |
| Libraries | | | | X | X | | | | | | 2 |
| Library Science | | | X | | | X | X | X | X | X | 6 |
| Management | X | X | | | X | X | X | X | X | X | 8 |
| Music | X | X | | | | | | | | | 2 |
| Religious Studies | | | | | X | X | X | X | X | | 5 |
| Social Work | X | X | X | X | X | X | X | X | | | 8 |
| OTHER QUANTITATIVE DATA AVAILABLE FOR THE YEAR | | | | | | | | | | | |
| Approx. No. of consultations | 240 | 385 | - | - | - | - | - | - | - | - | |
| Est'd hrs. direct contact | - | - | - | 300 | 350 | 415 | 515 | - | - | - | |
| No. of units served[1] | 27 | 25 | 30 | 32 | 28 | 31 | 28 | 24[2] | 30[2] | 32[4] | |
| No. of professors served | - | - | - | - | - | - | - | 150[5] | 180[5] | 300[5,6] | |
| | | | | | | | | | | | average = 4.3 |

NOTES

1. Does not reflect multiple users in many units. 2. 1.75 FTE's were full-time on materials development for projects now in operation. 3. 22 + 8 in Education with department unnamed. 4. To November 30th; increasing. 5. Estimates. 6. Includes 8 departmental evaluation plans; direct contact is between 150 and 200.

## WORKSHOPS AND SEMINARS

The Centre offered a series of workshops and luncheon information sessions for faculty members and students. These were given by Centre staff and visiting speakers, and encompassed a wide range of topics including

| | |
|---|---|
| McGill Evaluation System (Workshop) | October 18, 1978 |
| "Teaching and Learning" Course | October 25, 1978 |
| Instructional Analysis Kit (Workshop) | November 29, 1978 |
| Colloquium with Dr. Les Leventhal (Manitoba) on his research into the validity of replies to course evaluation questionnaires | December 4, 1978 |
| Montreal Instructional Developers Seminar (McGill and Concordia Universities and John Abbot College) | February 27, 1979 |
| McGill Evaluation System (Information Luncheon) | March 13, 1979 |
| Report on Research into the Structure of Course Content (Information Luncheon) | May 16, 1979 |

Departments wishing a workshop or information session tailored specifically to their needs are welcome to contact the Centre. Examples of such service are provided in the earlier report on the McGill Evaluation System and are also included with some of the consultations.

## PUBLICATIONS

The Centre experienced a relatively quiet year in publications, finally producing only three new items. In addition, the newsletter Learning and Development was suspended and is not intended to be resumed in the old format.

The first items produced were Numbers 1 and 2, Volume 3, of Instructional Evaluation, the newsletter of the Special Interest Group on Instructional Evaluation of the American Educational Research Association. The co-editors are Philip C. Abrami of the Centre and John A. Centra of the Educational Testing Service, Princeton. Production costs are recovered from the Association and the professional contribution is more than offset by the high level and active contact with the foremost researchers and specialists in instructional evaluation.

The third item is a re-issue of a revised booklet, Objective Tests, written by Janet G. Donald. Since it was commissioned by the former Committee on Educational Development it was available from the Office of Educational Development. It and another booklet on lecturing are available from the Centre for Teaching and Learning Services.

This apparent lack of activity is somewhat deceiving, however, for three major documents have undergone revision or preparation but will only be published this autumn. A new Evaluation System Guide will replace the two draft user's guides, the user's guide to the computerized course questionnaire item bank is being rewritten, and a handbook on how to include teaching in a curriculum vitae is being written for a committee of the Canadian Association of University Teachers. These should be available this autumn.

The Centre maintained a publications list which is available free on request. Single copies of items listed are distributed without charge on campus, and nominal charges are otherwise made. In 1978-1979, 336 items were distributed at McGill and 478 to others.

## RESOURCE CENTRE AND READING ROOM

The Resource Centre is a specialized collection of just under 600 volumes in the field of educational research and development as well as numerous journals, magazines, newsletters, articles and pamphlets from other institutions and centres in higher education.

New acquisitions for the 1978-1979 session included nineteen books and thirteen newsletters as well as twelve journal subscriptions which supplement many others received by the Education Library:

Capsules: A Review of Higher Education
Canadian Journal of Higher Education
Change: The Magazine of Higher Learning
Chronicle of Higher Education
Current Contents
Educational Evaluation & Policy Analysis
Educational Technology
E & M Newsletter
Higher Education (Elsevier)
Journal of Personalized Instruction
New Directions for Program Evaluation
POD Quarterly Journal

The Information Resources Officer maintains the library collection and is also available to answer faculty requests, for example, searches to locate special materials that may be of use to professors in courses they are developing, or bibliographic searches in the literature of educational innovation. Members of the University are welcome to use our reading room, which is open during normal business hours. The collection does not circulate.

# Part III
# Academic Activities

## TEACHING

Faculty members of the Centre are normally cross-appointed to an academic Department. In 1978-1979 Professor Abrami was full-time at the Centre and Professors Cartwright and Geis were on sabbatic leave. All cross-appointments are presently with the Department of Educational Psychology and Sociology.

Courses are taught and students supervised under the aegis of the academic department in its programs, and are included here only as general information about the academic staff. The Centre is not a teaching unit in the University. Some graduate students supervised by Centre faculty are attached to the Centre if (a) the student is able to devote time to Centre activities, (b) the thesis research is relevant to Centre activities, (c) a career is planned which would draw upon the experiences available at the Centre, and (d) the student has primary study interests relevant to the Centre. Details of Centre involvement of graduate students are worked out individually, adjudicated by all faculty, and formalized in writing. The principal aims of the Centre's involvement in graduate studies are to futher its research and development activities without detracting from service and to provide personnel for similar centres elsewhere.

*COURSES TAUGHT BY CENTRE FACULTY*

| | |
|---|---|
| G. F. Cartwright | Educational Psychology 414-610<br>Educational Measurement (Introductory Statistics) |
| P. A. Cranton | Educational Psychology 414-492<br>Psychology and Instructional Design<br>Educational Psychology 414-618<br>The Design and Evaluation of Instructional Materials |
| J. G. Donald | Educational Psychology 414-617<br>Educational Evaluation: Theory and Practice |
| B. M. Shore | Educational Psychology 414-613<br>Uses of Research Findings in Education |

*SUPERVISION BY CENTRE FACULTY (not restricted to students affiliated with the Centre)*

| | |
|---|---|
| P. A. Cranton | H. Shtull (MA, Educational Psychology) The use of student ratings in a model to improve university teaching.<br><br>G. Prescott (MA, Educational Psychology, in progress) The effect of anxiety on performance in learner and programme controlled computer-assisted instruction. |

| | |
|---|---|
| P. A. Cranton (continued) | E. De Laurentiis (BA, Honours Psychology) Feedback and information in an instructional situation: a cybernetic model. |
| G. F. Cartwright | D. Djap (MA, Educational Psychology, in progress) Digital analogic thinking and its measurement. |
| | S. Chait (MA, Educational Psychology) Analysis of children's problem-solving in graphics oriented computer-programming environment. |
| | C. Quesnel (MA, Educational Psychology, in progress) (a study on computer-assisted instruction) |
| J. G. Donald | L. O'Rourke (MEd, Educational Psychology, in progress) (a study in medical education) |
| | S. Woodruff (MA, Educational Psychology, in progress) (topic not decided) |
| G. L. Geis | R. Smith (PhD, Educational Psychology, in progress) Professors' perceptions of their teaching roles. |
| B. M. Shore | S. Glazer (MA, Educational Psychology, in progress) Effects of acceleration on graduates. |
| | J. Hymovitch (PhD, Educational Psychology, in progress) Giftedness and cognitive styles. |
| | L. Kormos (MA, Educational Psychology) Attitudes to second-language learning in an exchange. |
| | S. Lajoie (MA, Educational Psychology, in progress) Speed in intellectural functioning and learning styles. |
| | E. Moss (MA, Educational Psychology) The interaction of class-room openness with locus of control in the prediction of student attitude. |
| | F. Tallboy (PhD, Educational Psychology, in progress) The concept of academically engaged time. |

# RESEARCH AT THE CENTRE

Most Centre research is externally funded, especially from the Government of Quebec rogramme de Formation de chercheurs et d'action concertée (FCAC) (Program for Training Researchers and Designated Research). The grants and personal involvement of professors are described separately. The Centre emphasizes the role of its research in enhancing direct service through faculty contacts and in increasing our knowledge base for the improvement and validation of our services.

## GRANTS

### Instructor Evaluation
(Canada Council, $11,953)

Professor Abrami and Professors R. P. Perry and L. Leventhal of the University of Manitoba completed a three-year study of "educational seduction," extraneous influences on students' replies to course questionnaires. The Faculty of Graduate Studies and Research granted $240 to assist the Centre in bringing Professor Leventhal to join the open seminar on his research.

### Dimensions of Effective College Teaching
(Faculty of Graduate Studies and Research, $700)

This "seed-money" grant to Professor Abrami has permitted work to begin on collecting measuring instruments and cataloguing the Centre's extensive collection.

### The Development of Computer-Assisted Instruction in Higher Education --Its Future as an Alternative
(FCAC, $18,000)

This study was undertaken by Professors Glenn Cartwright, Patricia Cranton and Guy Groen to determine why there has not been a more significant impact to date of computer-assisted instruction (CAI) in higher education and whether CAI is more suited to certain disciplines and professions or whether it might be used in all areas of higher education. The research will continue in 1979-1980.

### The Implementation of an Integrated System of Evaluation and Teaching Improvement at the University Level
(FCAC, $8,150)

In this project, Professor Patricia Cranton with the assistance of

Hershie Shtull has studied (a) the effects of the Teaching and Learning modular course on teaching improvement, (b) the general processes involved in modular instruction, and (c) the need for teaching improvement courses on university campuses. Two surveys of instructional development needs across Canada were done.

## The Act of Teaching at the University Level

(FCAC, $24,450)

Research was begun on three related aspects of university teaching:

1. The relationship between teaching and the structure of knowledge in various disciplines is being investigated by Professor Janet Donald with the assistance of graduate students in several departments.

2. The connection between teaching and the methods of inquiry, scholarship or research in various disciplines is the subject of a study being done by Professor Bruce Shore with the assistance of BA student Susan Pinker and research assistant Mary Bates.

3. Professor George Geis and PhD student Ronald Smith are studying the professor's perceptions of the teaching role and of teaching improvement.

## Person by Person

### P. C. Abrami

Research has centred around instructional evaluation in higher education, in particular the following topics: "Educational Seduction" and the "Dr. Fox effect"; teacher grading standards and student ratings; the use of student feedback to improve college teaching; student personality characteristics, teaching ratings, and student achievement; how administrators make promotion and tenure decisions; modified observational learning, and the dimensions of effective college teaching.

G. F. Cartwright

Sabbatical visits were made to a number of universities in search of new educational computer applications.

P. A. Cranton

A survey of Canadian professors was conducted in order to determine needs and preferences in instructional development. Faculty members ranked a list of topics according to interest, gave reasons for not becoming involved in developmental activities, and provided background information on previous instructional development experience. In another project, an English placement test was developed for incoming college students. The test was standardized on a population of over 3000 Quebec students, and reliability and validity research was conducted.

J. G. Donald

Extensive multiple interviews were conducted with eighteen professors in diverse disciplines and their course materials were carefully analyzed in terms of the conceptual structure of the subject matter they were teaching. Reports on each have been written, the next step being to look for regularities and differences in the ways key concepts are related in different subjects.

G. L. Geis

The overall aim is to obtain information on the professor's perception of his role as teacher and of strategies of teaching improvement. The results will reveal the types of teaching "models" held by professors in various disciplines and at various sites (e.g., university, college). In addition we will learn about how professors themselves (the clientele for faculty improvement efforts) view teaching improvement. Interviews are being conducted with about 100 faculty members at Concordia University, Centennial College and Scarborough College (Toronto), University of Guelph and the University of Minnesota. Other interviews are planned at McGill and the University of Toronto.

B. M. Shore

First, a large series of studies has just begun on the relations between intellectual giftedness, as variously defined, and cognitive and learning styles. These studies range from pre-school to university level; at the latter they focus on the experiences of students who entered McGill two or more years younger than their classmates. Second, we are examining the relations between research and teaching in higher education, with regard to differences in these relations across disciplines. Nearly 100 McGill professors have been interviewed in two samples, productive researchers from a wide range of disciplines, and then all the available professors in two large, diverse departments in Arts and in Science. These data are now being analyzed.

## PUBLICATIONS

In addition to the publications and reports prepared specifically for use by the Centre, members of CLD continued to produce scholarly papers and publications. These are listed below by author.

*BOOKS AND ARTICLES*

Blondin, D., Donald, J. G., Gagnon, M., Meunier, J.-G., & Saint-Pierre, H. La pédagogie de l'enseignement supérieur. Documents, série 4, Méthodologie et technologie de l'éducation, Revue des sciences de l'éducation, 1976, 88 pp.

Cranton, P. A. McGill faculty and course evaluation system. Canadian Journal of Higher Education, 1979, 9(14), 11-16.

Cranton, P. A., & Legge, L. H. Program evaluation in higher education. Journal of Higher Education, 1978, 49(5), 464-471.

Cranton, P. A., & Shtull, H. The implementation of an evaluation system: policy and procedural issues. Instructional Evaluation, 1978, 3(1), 6-7.

Donald, J. G. The evolution of instructional development: evaluation and improvement are its aims. University Affairs, May 1979, pp. 7-8.

Donald, J. G. Where to begin: priorities for teaching improvement. Journal of the Association of Canadian Community Colleges, 1978, 2(3), 39-51.

Geis, G. L. Evaluation: purposes and levels. Canadian Journal of Higher Education, 1979, 9(1), 1-4.

Geis, G. L. Maybe you had to be there . . . . Review of The Spread of Educational Technology. NSPI Journal, 1979, 18(3), 27.

Geis, G. L. You weren't there. NSPI Journal, 1978, 17(4), 4-5.

Perry, R. P., Abrami, P. C., & Leventhal, L. Educational seduction: the effect of instructor expressiveness and lecture content on student ratings and achievement. Journal of Educational Psychology, 1979, 71 (1), 107-116.

Shore, B. M. Review of W. Bramley, Personal tutoring in higher education. Surrey, England: Society for Research into Higher Education, 1977. Higher Education (Amsterdam), 1979, 8(2), 20-21.

Shore, B. M., & Tali, R. H. Open-area schools--open pedagogy. Research report to the Montreal Catholic School Commission and the Ministère de l'Education du Québec. Montreal: McGill University, 1978.

## PAPERS AND ADDRESSES

Abrami, P. C., Dickens, W. J., Perry, R. P., & Leventhal, L. Teacher grading standards and student ratings. Paper presented at the annual meeting of the American Psychological Association, Toronto, September 1978.

Check, J., Perry, R. P., Abrami, P. C., & Leventhal, L. An attributional analysis of classroom performance. Paper presented at the annual meeting of the Canadian Psychological Association, Ottawa, June 1978.

Cranton, P. A. Guidelines for program development. Paper presented at the annual meeting of the Association of Canadian Community Colleges Conference, Montreal, May 1979.

Cranton, P. A. McGill Evaluation System. Paper presented at the Third Annual Conference on Faculty Development and Evaluation, Orlando, Florida, March 1979.

Cranton, P. A., & Penney, M. Implementation of the McGill faculty and course evaluation system. Paper presented at the annual meeting of the Canadian Society for the Study of Education, London, Ontario, June 1978.

Donald, J. G. Where to begin: priorities for instructional development. Paper presented at Fourth International Conference on Improving University Teaching, Aachen, Germany, July 1978.

Donald, J. G. Psychology and teaching and learning: a military analogy. Paper presented at the annual meeting of the American Psychological Association, Toronto, September 1978.

Geis, G. L. Instructional and/or faculty development. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, April 1979.

Geis, G. L. On instructional designers being useful in faculty development. Paper presented at the International Conference on Higher Education, Lancaster, England, August 1978.

Geis, G. L. Professors' perception of teaching and learning: implications for faculty development. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, April 1979.

Patel, V., Scott, H. M., & Cranton, P. A. Evaluation of a new approach to basic sciences in undergraduate medical education. Paper presented at the annual meeting of the Royal College of Physicians and Surgeons of Canada, Vancouver 1978.

Perry, R. P., Leventhal, L., Abrami, P. C., & Dickens, W. J. Learned helplessness in the college classroom: are teacher characteristics involved? Paper presented at the annual meeting of the American Psychological Association, Toronto, September 1978.

Shore, B. M. Context variables in higher education. Paper presented at the International Conference on Higher Education, Lancaster, England, August 1978.

Shore, B. M. Gifted children in Bloom. Paper presented at the annual meeting of the Ontario Council for Exceptional Children, Ottawa, November 1978.

Shore, B. M. Gifted children in open and open-area classes. Paper presented at the International Congress of Applied Psychology, Munich, July, 1978, and at the biennial meeting of the Canadian Council for Exceptional Children, Winnipeg, October 1978.

## COMMITTEES

Centre faculty contribute to several McGill University and outside committees concerned with teaching and learning. Some of these appointments arise from their departmental affiliations.

College Level Programs Advisory Committee (J. G. Donald)
Committee to Advise on the Appointment of the Associate Dean of Students (J. G. Donald)
Committee to Advise on the Appointment of the Director of the Centre for Learning and Development (P. A. Cranton, B. M. Shore)
Committee to Advise on the Appointment of the Director of University Teaching and Learning (B. M. Shore)
Education and Library Committee, Westmount Municipal Association (J. G. Donald, Chairman)
Evaluation of Learning Subcommittee of the Senate Committee on Educational Development (J. G. Donald)
Faculty of Graduate Studies and Research ad hoc Committee to Advise on a Reply to the Quebec Green Paper on Science Research Policy (B. M. Shore)
Faculty of Graduate Studies and Research Council (B. M. Shore)
Grants Subcommittee of the Senate Committee on Educational Development (B. M. Shore, ex officio)
Knowledge Production and Utilization Committee of the Association for the Gifted (International) (B. M. Shore)
McGill Community Family Centre Board of Directors (B. M. Shore)
McGill Interdisciplinary Project for the Study of Values and Value Patterns in North American Society (J. G. Donald)
Senate Committee on Continuing Education (P. A. Cranton)
Senate Committee on Educational Development (B. M. Shore, ex officio)
Senate Committee on Women (J. G. Donald)
Standing Subcommittee on Statistics of the Senate Academic Policy Committee (B. M. Shore)
Teaching Effectiveness Committee of the Canadian Association of University Teachers (B. M. Shore, Chairman)

## PROFESSIONAL MEMBERSHIP

Centre faculty maintain membership in a large number of professional organizations and hold offices in several of them. At least one member of the Centre belonged to each of the following in 1978-1979, and offices held are noted.

American Educational Research Association
American Psychological Association

Association for the Development of Computer-Based Instruction
Canadian Psychological Association
Canadian Society for the Study of Education (Canadian Educational Researchers Association)
Canadian Society for the Study of Higher Education
Corporation of Professional Psychologists of Quebec
Council of Exceptional Children--The Association for the Gifted (International)
Delta Kappa Gamma
Evaluation Network (J. G. Donald, Eastern Canada Correspondent)
International Association of Applied Psychology
National Association for Gifted Children (U.S.A.)
National Society for Performance and Instruction (G. L. Geis, Member of the Editorial Board)
Phi Delta Kappa
Psychologists Association of Alberta
Sigma XI
Special Interest Group on Faculty and Instructional Development of the American Educational Research Association (G. L. Geis, co-founder and Chairman)
Special Interest Group on Instructional Evaluation of the American Educational Research Association (P. C. Abrami, Executive Member)
The Association for the Gifted in Canada (B. M. Shore, President)
World Council for Gifted and Talented Children (B. M. Shore, Canadian Delegate)

In addition to memberships and offices Centre faculty also served as reviewers or editorial consultants for the following journals.

Canadian Journal of Education
Canadian Psychological Review
Education canadienne et internationale
Improving College and University Teaching
Journal of Educational Psychology
McGill Journal of Education

# Part IV
# Prospectus

The future seems both more secure and less well defined at the same time. This ambiguity arises from the shift in final approval of major projects to the new Senate Committee on University Teaching and Learning. Once this committee is functioning, looking ahead should be again possible. It is necessary in the transition to make commitments to satisfy demands for service and to leave some decisions more tentative in order to allow the Committee room to exercise its mandate.

## McGILL EVALUATION SYSTEM

The project will certainly carry on. Professor Cranton will complete the supervision of the publication of the revised handbook and then concentrate on overseeing the operation of the system. Professor Abrami will assume responsibility for new development work within the system. A major element of this will involve making the computerized course questionnaire facility operational. Since this responsibility was partly assigned to the former IDSP, the first stage will be to develop a proposal for consideration.

## TEACHING IMPROVEMENT SPECIALISTS

This service continues the principal efforts of the Instructional Development Service Project. The addition of direct liaison to Centre faculty is likely to increase the demand for their services which include video-taping of classroom performance, contrasts of the instructor's and students' perceptions of a course with a questionnaire whose content is partly determined by the instructor, and confidential interviews and retesting. A confidential written report is given to every user. The process was adapted from the Clinic to Improve University Teaching at the University of Massachusetts.

## SEMINARS AND WORKSHOPS

A guest seminar series on instructional evaluation has been arranged by Professor Abrami and partly financed by the Faculty of Graduate Studies and Research. These will be both for the campus and as training for Centre personnel and students. The content of other workshops and information sessions for the campus will be discussed with the new committee.

## TEACHING AND LEARNING

The course will continue to be available. A proposal will be prepared by Professor Geis regarding its development.

## NEW DEVELOPMENTS

Changes and new developments are foreseen in some services as well as to possibilities of entirely new offerings. Several proposals will be developed.

Newsletter. Professor Shore will be preparing a proposal on publications. The Centre is very concerned about the void left by the cancellation of its newsletter with external subscribers and interested readers on campus. It is clear, however, that the newsletter was not (and rarely is) an effective or popular instrument of instructional improvement on one's own campus. We will therefore consider producing about three issues of a much simpler bulletin focussing on instructional developments on campus and elsewhere. If it is produced, it will be available on request, not automatically mailed to all professors at McGill.

Evaluation of student learning. Professor Cranton will be preparing a proposal for possible services directed toward the evaluation of student learning and performance. As a contribution to this, Professor Shore will specifically propose services regarding the preparation, administration, and scoring of examinations, and Professor Cartwright regarding the use of computers therein.

Continuing Education. A large and important part of the University's teaching is provided through continuing education, but a relatively small amount of educational development resources have previously been devoted to it. Personal contact with the Centre is often difficult because of the timetable or distance from campus. Professor Geis will work on a proposal for materials to be developed specifically for part-time instructors in Continuing Education with particular attention to the relative maturity and experience of many of their students.

Computers. The Centre has been repeatedly but not steadily in the midst of developments in computer-assisted instruction (CAI) at McGill, whose facilities are among the best and where, indeed, CAI is actually used, though modestly. Professor Cartwright will coordinate the drafting of a policy and plan of implementation on the use of the computer in instruction and examining, with a particular view toward increasing its use wherever appropriate.

Student Skills. It is not proposed to develop full service plans regarding student skills but Professor Shore and a subcommittee of the former Committee on Educational Development had prepared a brief set of recommendations which expired on the agenda with the demise of the Committee. A list of possible points that could be expanded later will be prepared to accompany that brief, and the new Committee might wish to ask the Centre to pursue some of these prospects.

Summary

In the above prospectus of services for 1980-1981 we have listed separately those which are clearly of major importance and certain to continue and grouped afterwards; those for which some priority setting is required even in the short term. It is evident that the possibilities for instructional development services at McGill have not been exhausted despite the successes of the past.

PERSONNEL

We are pleased to welcome back Professors Cartwright and Geis from sabbatic leave, and bid *au revoir* to Professor Donald who begins a year in Europe and California. Mr. Shtull retires from employed duty to take up doctoral studies, and Mrs. Cowan is on study leave this summer and part-time release next winter to facilitate progress toward her MEd in Counsellor Education.

Professor Cartwright has been granted Tenure, joining Professors Geis and Shore in that category. Professor Abrami will become cross-appointed with the Department of Educational Psychology and Sociology. We shall miss our Information Resources Officer Diane Kinsman-Robinson who will be leaving McGill at the end of July to work as an editorial assistant for a Montreal publisher. Her successor will be appointed in September.

Finally, Professor Shore concludes a year as Acting Director of two different Centres in succession and Professor Geis has been appointed to a new term as Director of the Centre for Teaching and Learning Services.

## CONCLUSION: THE NEW MANDATE

The Centre's mandate is

(a) to provide individual and group consultation services to academic staff who may wish to seek professional assistance in developing new programs and courses, in improving their procedures of instruction and evaluation, in trying new approaches to teaching;

(b) to provide consultation services to academic staff who may wish to seek technical assistance in evaluating specific teaching skills and in obtaining student feedback;

(c) to work on special projects approved in advance by the Senate Committee, such as the preparation of materials dealing with university teaching and learning, organization of workshops;

(d) to engage in research and development activities related to university teaching and learning.

Additional copies of the Annual Report are available from the

Information Resources Officer

Centre for Teaching and Learning Services

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Montreal, Quebec, Canada H3A 2K6

Telephone (514) 392-8320